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WHAT IS A GRADED SCHOOL? AND WHAT IS THE DISTINCTION BETWEEN A PRIMARY AND GRAMMAR SCHOOL, AND A GRAMMAR AND HIGH SCHOOL COURSE OF STUDY?*

BY W. H. WILEY, SUP'T TERRE HAUTE SCHOOLS.

In discussing the subject assigned to us for this occasion, the definition of a Graded School is the first thing that engages our attention. It is a school that develops teachers, and at the same time renders their work pleasant; that symmetrically and practically educates children; that keeps in view the order of studies for the perfect development of the mind; that gains the sympathy and admiration of its patrons; that defines sharply and logically the boundaries of successive grades, and gives opportunity for thorough drill in each; "that divides the pupils into classes according to their attainments, and requires that the pupils of each class attend to the same branches of study at the same time;" that promotes only those pupils who stand satisfactory examinations for each successive grade; and, according to capacity, makes the most that can be made of all its pupils.

A Graded School system may be divided into the Primary, Grammar, and High School departments. The Primary department should embrace a systematic course of object lessons and oral instruction adapted to the ages of the pupils, and arranged with reference to an easy, natural transfer from any one stage of advancement to the

*A paper read before the State Association of School Superintendents.

next. It is of vital importance to follow the natural order of development in giving this instruction, and to spare no pains to create and maintain a lively interest among the pupils. Next comes spelling by sound and by letter, and by printing and copying the spelling exercises of the books—spell these copied exercises from memory, and after recitation re-copy all misspelled words.

Writing should embrace printed and script letters, and single words in spelling and in copy books.

Reading should be given with reference to the development of the perceptive faculties, and a proper expression or sentiment. - The pupils must fully comprehend all that they attempt to read, or the exercise becomes a failure.

Local Geography belongs to this department, and should claim more careful attention than it has hitherto received. The descriptive geography of the United States, with map drawing, must be studied at this stage of advancement.

The fundamental principles of Arithmetic come next, together with extensive drills on the combinations of numbers.

Composition. There should be frequent exercises in describing, both by oral and written language, animals and plants accessible to the pupils, also the pictures found in their text books. Time occupied in this department, four years. One thought remains to be advanced in this division of the subject, of more importance than anything else which pertains to a primary school, and yet perhaps more sadly neglected than any other. I allude to the habits of the children. Obedience, punctuality, neatness, forbearance, correct ideas and methods of study, sympathy for the aged and infirm, respect for our fellow men, and fear of God and admiration of his wondrous works, can all be more effectually taught now than at any other period of life. In fact, let this golden opportunity pass unimproved, and all future efforts may result in mortifying failures. Can primary teachers, in view of these facts, rate their calling too highly? Can they be content with a meaningless routine that whiles the time

away, and makes no advancement in those things that pertain to the welfare of the rising generation? Can superintendents afford to pass by this division of their schools without serious consideration and effort to make it as perfect as possible?

The Primary department having been successfully completed, the pupils are eager to try their powers on the Grammar School course. This will consist in oral instruction, continued on a well classified set of subjects, more difficult than those in the primary grades, but not necessarily less interesting—lessons on morals and manners, descriptions of common things in oral and written language, and reproductions from memory of selections read by the teacher; recital of selections made from standard authors; general knowledge of the human body from charts and object lessons; spelling continued by writing, with definition and derivation; writing, with an analysis of the letters, and daily exercises in drill books; reading, with reference to elocution, history of literary and scientific men, and general knowledge; practical arithmetic finished, reviewed topically, and drill on similar work from other authors; geography finished, with map drawing. History of the United States completed; grammar commenced and finished, except the most difficult forms of analysis; and elementary algebra, to equations of the second degree. Time, three years.

The pupils are now ready for the High School. The course of study in this department should be as broad and comprehensive as the interests of society demand—as full and complete as the people are willing to support by means of a common fund. It should insure a thorough business education to every boy and every girl who are unable from any cause to attend college. The studies in the High School should include drills on spelling, reading, writing, declamation, and composition, throughout the course; and, in order: English analysis, ancient geography, higher arithmetic, elements of rhetoric, algebra, physical geography, natural history, physiology, natural philosophy, geometry, trigonometry, botany, outlines of history, Constitution of the United States,

rhetoric, mental and moral philosophy, logic, chemistry, English literature, astronomy, political economy, and two years on at least one of the languages, Latin, German, French or Greek. The preference of these languages is in the order named. Time, four years. If this should prove to be a more extended course than is profitable to be pursued by schools in the smaller towns, let it be pursued in order as far as desirable, and there will result a uniform system of graded schools for the State.

We have thus far spoken chiefly of the studies to be pursued in a graded system, and the order of their succession. But there are some other considerations that must be taken into the account if we would render success certain :

1. The teacher must maintain his individuality, else there is a descent to mere recitation hearing, or futile attempts to copy after some predecessor or distinguished educator. Imitation cannot be successful in school teaching. After the teacher has carefully studied the plans and methods of masters in the science, it still remains for him to be himself, and act for himself—to throw his own life and energy into his work. In fact, books, plans and theories can give only general direction in the management of a school, leaving many considerations and experiences to test the teacher's power.

2. A successful graded school requires labor on the part of the teacher. There is no royal road to geometry for the student, nor is there any flowery path of ease to the teacher's goal. There must be patient, persevering effort, with no disposition to shrink from duty. A dull routine of exercises, with no higher ambition than that pay day may come, is a disgrace to the profession, and lessens our respect for mankind.

3. In a graded school we must avoid taxing our pupils beyond their powers of endurance ; nor must we allow them to become careless. What is a more pitiable object than an overworked, enfeebled, melancholy child, with eyes ever strained to see that in which it finds no delight, and ears ever opened to hear that which serves

to increase the disparity already existing between the mind and the body? Or what is more painful than a school so demoralized as to become incapable of maintaining order, cultivating habits of self-reliance, or securing concentration of thought. To treat children as though they had a certain number of years that must be whiled away in the school house, or that must be occupied in accumulation of unsystematized facts, regardless of definite purpose, and regardless of health or symmetrical development, is a disgrace to any civilized community.

4. A graded school cannot permit delinquences and irregularities in teachers or pupils. As soon as there is lack of system and promptness in any of the school room exercises, there comes confusion, defective teaching, carelessness, imperfectly developed ideas, and demoralization, in quick succession. Preparation for school work and punctuality in the discharge of the same, are the bounden duties of every teacher who would keep pace with the spirit of the age. If he fails to comply with these requirements, he fails in his vocation.

5. A graded school must not tolerate favoritism. Wealth, dress, or personal charms, regardless of ability, cannot be allowed in a perfect school system; and any tendency in this direction is regarded with distrust by patrons, and must result in disaster if continued. The graded schools are for the poor and the rich, the humble and the great, the homely and the fair. Merit is the only standard by which advancement is measured, while the circumstances of birth and position dwindle into insignificance.

6. A few words on oral instruction, and we are done. A promiscuous talk upon a subject does not constitute real instruction; but a plain, accurate, interesting account of that which is to be of use to the children in after life, is the great desideratum. To be successful in this important part of our educational system, it is necessary for teachers to make it a most careful study; and to labor earnestly to systematize and harmonize the subjects to be considered in the different departments. Oral instruction,

carefully graded and industriously pursued, tells wondrously in favor of success to the graded school.

[Book-keeping is omitted from the high school course. No high school course should omit this practical study.—Ed.]

INFLUENCE OF TEACHING UPON THE TEACHER.

BY MISS CARRIE B. SHARPE.

How very strange would it seem for a member of an association of ministers to propose such a question for discussion as this: "Does preaching necessarily produce narrow-mindedness?" One who would dare to take the affirmative of such a question would, I fear, be deemed an unworthy member of such a body.

None the less strange would it appear for a physician at a medical institute to suggest the idea that the practice of medicine has a tendency to contract the mind, and make its followers a selfish set of men.

What farmer, even at an agricultural society, would admit that plowing, sowing and reaping, caused him to be more narrow-minded than the merchant who sells him his dry goods.

Does it seem strangely out of place for me to bring before the Association this question: "Does *teaching necessarily produce narrow-mindedness?*" *Necessarily*, I say, for I do not deny that in many cases it does produce this result.

It is a very common saying, that teachers carry the mark of their profession with them.

Many people seem to regard us as a class of beings entirely different from the rest of mankind, and not a few are the teachers who seem to have a like feeling. How many of you, my friends, have felt in your experience that teaching was making you different from others, and not only different from, but inferior to them?

Have you never felt when you left the school-room

at night, that it would be a comfort to know that you need enter it no more as a teacher?

Few, very few, are the teachers who have not had something of this feeling, at times, and it would be strange if occasionally the system did not become unnerved, and weary human nature triumph over other and better feelings. But let the teacher who habitually feels thus stop and consider well his ways and weigh his motives. Why is such an one a member of the hated profession? Is it because, thrown upon his own resources, he found this the easiest way of obtaining a livelihood? Easiest, did I say? To the fancy of such an one it is the *hardest* way, to his fancy *only*, I suspect, or he would have chosen some other field of labor.

So many and various are the avocations open to gentlemen, that it is to be taken for granted, all gentlemen teachers who are in any wise worthy the name, have a love for the work; but there are many ladies engaged in teaching who have been driven into it from force of circumstances, and who feel that they are being dwarfed in their growth because of their work, but is this the necessary consequence of teaching?

Compare, if you please, the life of a teacher with that of a sewing girl, who rises early and retires late, and can not take time to read or think, except to study the fashion plate and consider whether two or three flounces shall be put upon the dress she is making. Or, if her time be given to the adorning of the head, she spends many of the hours she ought to spend in sleep, arranging the flowers and feathers upon a hat, working even until the dawning of holy time, that her patrons may be more gorgeous in their apparel at the house of God, upon the coming day; while she is either too weary to go at all, or, if principle triumphs over feelings, and she goes, it is only to vex herself because her weary mind will wander and speculate upon the hats she sees before her instead of following the "man of God."

Far be it from me to speak lightly of those who are thus engaged, for one class of society has need of another, and all labor is honorable and dignified if done to the

honor of God, as we are commanded to do it. But is such work more ennobling than ours? Is it any easier?

Make the same comparison with any other occupation which is open to a lady, and the result is the same. In no other way can she earn the same amount of money in so little time as in teaching, unless she is so gifted that she may become a second Anna Dickenson or Elizabeth Stuart Phelps, and even then, "all is not gold that glitters." A teacher enters her school room at half-past eight Monday morning, and until half-past four her entire energies must be given to her school. Eight hours a day, for five days each week, we will suppose her to labor, and that is more than most teachers spend in the hard work of the school room. All the remaining hours of the week are her own, to use as she thinks best, besides which she has two or three months in a year when she may be entirely free from these labors.

True it is that teaching taxes both mind and body, while other employments tax only one, but what we lose in strength we gain in time.

Too weary to work or study evenings do you say? Then spend them socially, and by mingling with society become more like other people. Too weary even for that? Then you are not physically able for any severe labor, or you have not mastered your profession. To teach eight hours a day, and worry the other sixteen over one's school, is more than human nature can endure. A teacher under such circumstances is like a drowning man struggling for the shore which seems just within his reach, but as he is about to grasp it, another wave sweeps over him and he is carried back further than before, to make the same effort again, only to meet with like failure.

Master the difficulty, or leave the work, else you will most assuredly grow not only narrow minded but cross and sour. Attempt to teach nothing which you do not fully understand. Gain the respect of your pupils by making them feel that you must be obeyed, and their love by assuring them that you are their friend, and you will find that so many of

"The cares that infest the day
Will fold their tents like the Arabs,
And as silently steal away."

The children of the present generation are not angels, nor are they as near perfection as the scholars we read of, who by one kind word are entirely transformed; that the teacher has but to express a wish and he is heeded. Such children are rare, as well as such teachers. They exist only in the imagination, I fear.

Scholars who are well disciplined, who desire to do right, are subject to strong temptations, and they often yield. If they did not, would they not be superior to their teachers? Oh, teacher, whoever you are, who always see so much evil and so little good in your pupils, consider well your own ways—can you resist as strong temptations as these children have? If not, be patient with them. Do not let them have their own way, but

"Deal gently with the erring one,
As God hath dealt with thee."

Does it not seem absurd to talk of becoming narrow minded in a vocation, the sole object of which is to expand the minds of others?

Mental drill we believe to be necessary to the development of the mind, hence the use of those studies which in themselves are not at all practical. If the studying of any branch of science is favorable to the development of mind, the teaching of it is much more so. Who ever understood all the "whys and wherefores" of cube root as well in studying it as when in after years in the capacity of teacher he tried to make it plain to a class? If mental drill is of any use, the teacher surely has the advantage, for greater mental drill than that necessary for devising means of reaching the minds of dull scholars, is rarely to be found. Children are close questioners, and to keep pace with them a teacher must have an active mind. What occupation can afford stronger motive for the development of one's powers? True, a teacher may have acquired just knowledge enough to enable him to carry his class through certain text books, never permitting his pupils to ask questions concerning the subjects treated.

The "wise man" tells us that "he that ruleth his own spirit is better than he that taketh a city." Surely in this respect no one has a better opportunity of becoming mighty than the teacher. He is daily subjected to a thousand petty annoyances, with the consciousness that an angry word or hasty act on his part will be as so much fire thrown into a powder magazine, and if he be a person who cares for the future good of his pupils, and considers how much these children are under his influence, and that, too, at a time when their characters are more plastic than they ever will be again, he cannot help treading lightly the ground whereon he walks. Surely these thoughts are sufficient to cause a teacher to set a seal upon his words and a guard upon his actions.

We often hear it said that one reason why the teacher is so narrow minded, is because he has so little intercourse with the outside world. Is this true? And if true why is it so? Have we not facilities for making the acquaintance of the world at large beyond that enjoyed by any other class of society—any working class, at least?

The teacher's name becomes a familiar word in the home of each of his pupils, and in graded schools, where a teacher has a new class each year, these are not few. We may forget our pupils, but they do not forget us. If the children are our friends, it is quite certain that the parents will be ready to receive us with open hospitality, and it is an easy matter to secure their good will. So we may have the old and the young for our friends, at least, and with those between these extremes I cannot see that a teacher labors under any disadvantages which are not common to every one who labors. So there seems to be, no reason why we as a class should not mingle with society.

From a careful consideration of these facts, it seems to me, while I admit as at first, that the influence of teaching upon the teacher is often such as to make him bigoted, self-conceited, and narrow minded, yet I maintain that this is not the necessary consequence, but that it is the effect of the *spirit* in which the work is done, rather than the work itself. For many are the teachers who

teach only from necessity—to whom the school room is as a prison, and who, Micawber-like, are only waiting for something to “turn up” which may forever free them from its restraints.

Is it possible for one to grow wiser and better under such circumstances?

That such an one does not use other means of obtaining a livelihood, is very good evidence that the complaint is not against teaching, but against Him who hath ordered our walks in life.

The one great motive which incites men to “be diligent in business,” is the accumulation of money, but no man, even the most miserly, reaps all the advantages of his own labor. He who cultivates the ground sees in his fields of waving grain and his well filled barns, only the promise of great gain to himself. Money was the motive which led him to plow and sow and gather into his barns. but without that labor, where would the winter’s food be found for those who are otherwise engaged.

The laborer works for and is worthy of his hire. He thinks not of the work itself but of the result, and is therewith content.

Miserable indeed is he who looks for the whole of his reward in dollars and cents. No wonder he is discontented, feeling his lot to be a hard one.

PENMANSHIP IN THE SCHOOL ROOM.—IV.

BY HENRY C. SPENCER.

MOVEMENT EXERCISES IN THE AIR.

For the purpose of acquiring suppleness of hand and arm, and impressing upon the mind the movements which produce letters, special exercises, consisting of movements in the air, may be practiced by a class in concert, the teacher regulating the movements by counting.

During these exercises, the pupils should sit in the

writing position, the right arm and hand elevated about six inches above the desk, the palm of the hand downward.

1st Exercise.—Separate the fingers, laterally, and close them, teacher counting up to ten.

2d Exercise.—Close the fingers into the palm and open them, teacher counting up to ten.

3d Exercise.—Take pen, move the hand up and down, right and left, as in beating common time for music, bending the hand at the wrist, *not* at the elbow.

4th Exercise.—Retaining the pen, straighten the thumb and first and second fingers, and then bend them quickly, as in making a slanting straight line, counting one, two, one, two, etc.

5th Exercise.—Make a large oval in the air, using the whole arm, making the shoulder the center of motion, counting up to ten.

6th Exercise.—Make capital O's in the same manner, counting for each curve.

Many other appropriate exercises may be devised by the teacher, and all the letters may be practiced in the air before writing them on paper.

SMALL LETTERS—CONTINUED.

In our November article we presented the short letters, *i, u, w, n, m, x, v, o, a, e, c, r, s*, which compose one half of the small letters. Next in order are the

SEMI-EXTENDED LETTERS,

t, d, p, q,

So called because they extend upward and downward, half way between the short or one space letters, and the extended or loop letters.

In attempting these letters, there is an increased tendency toward wrong slant. Special training should be given upon the straight lines, regulating the movements by counting. Care should be taken to secure the wedge-shaped shade in the *t* and *d*, by pressing the pen squarely upon the paper at top and diminishing the pressure towards the base; and in the *p* by increasing the pres-

sure from the middle downward and stopping square at base.

LESSON ON THE SMALL *t*.

Question.—What letter is this?

Answer.—The small *t*.

Ques.—What is its hight?

Ans.—Two spaces.

Ques.—What do you mean by two spaces?

Ans.—Twice the hight of the small *i*.

Ques.—How is this letter formed?

Ans.—Beginning at base line, extend a right curve upward two spaces, the upper half nearly straight and more nearly upright than the lower half. Press the nibs of the pen square on the paper at top and form a downward straight line on regular slant, covering the curve one half its length, the shade tapering toward the base. At base line join in a short turn a right curve extending upward one space on connective slant. Finish the letter with a short, light, horizontal, straight line, crossing the letter one half space from top, one third of its length being on the left of the letter, and two thirds on the right.

Ques.—What do you mean by connective slant?

Ans.—The slant of the curves in *i*, *u*, or *n*—40°.

Ques.—What part of the curve commencing the *t* is on connective slant?

Ans.—The first half.

Tracing the copy with dry pen is next in order. This aids the pupil in becoming familiar with the form, confirms him in correct position of hand and pen, and encourages regular movements. While the teacher names the lines or counts slowly, the pupils should move in perfect time.

Thus, “right curve,” “straight line,” “right curve,” “horizontal straight line,” or, “one,” “two,” “three,” “four.” This exercise should not continue so long as to become monotonous to the class.

The pupils are now ready for practice upon the copy, in the extra book or on trial paper.

They should be taught to regard each letter formed, the result of an experiment, to be immediately compared with the model letter in the copy, the faults detected and corrected in the order in which they occur. While these trial efforts and direct comparisons are being made, the teacher may observe the most common faults in the work of the pupils and draw them upon the blackboard. He will find no difficulty in illustrating the imperfect letters, and for the perfect letters he may refer to the charts or to the copy.



The attention of the class may be called to these letters, and they may name the faults in the order in which they occur, as one fault may be the result of a preceding one.

Ques.—What fault do you observe in No. 1?

Ans.—The first curve and the straight line are too upright, the turn at base is too broad, and the cross is curved.

Teacher.—Look at your writing. All who find first fault named, raise hands. Look again. All who find second fault, raise hands. Look again. All who find third fault, raise hands.

Question.—What faults do you observe in No. 2?

Ans.—The first curve slants too much, the straight line separates from it at top, and the cross is not horizontal.

The pupils may detect these faults in their own work, and report upon them as before.

Ques.—What faults do you see in No. 3?

Ans.—The first curve and straight line slant too much, and straight line retraces curve nearly to base. (Examine and report as above.)

Teacher.—Now endeavor to correct the faults you have discovered in your work.

It may be well to give two lessons upon so difficult and important a letter as the small *t*, the last portion of the first lesson being devoted to practicing the letter in

concert. In the copy book should be recorded their best work, the result of instruction, study, training and practice.

The plan of teaching Penmanship here presented certainly requires labor on the part of the teacher, but if the teacher is *alive* and in earnest he may in this manner secure a higher degree of excellence than is usually attained in any of the other branches taught in common schools, with no more than the usual expenditure of time.

The pride and pleasure that parents take in observing the progress of their children in this beautiful art is itself a rich reward for the teacher's labors.



The small d is two spaces in height and one in width. It combines principles 3, 3, 2, 1, 2.



The small p is one space in width, extends two spaces above base line and one and a half spaces below. It combines principles 2, 1, 3, 1, 2.



The small q is one space in width, extends one space above base line and one and a half spaces below. It combines principles 3, 3, 2, 1, 2, 3; the last, 2 and 3, combining to form a compound curve terminating one space above base line.

A RAILWAY train, at an average speed of thirty miles an hour, continuously maintained, would arrive at the moon in eleven months, but would not reach the sun in less than 352 years; so that if such a train had been started in the year 1516, the seventh year of the reign of King Henry VII., it would have reached the sun in 1868.

ALWAYS PREPARED—NEVER PREPARED.

SOME years since an intelligent layman said of two neighboring clergymen, "One is always ready to preach, the other is never ready." Not long since the writer became acquainted with two teachers of whom the same remark might justly be made. The one is always ready to teach—the other is never ready. Here is a great difference. Let us seek the cause of this difference.

The first is a young man in the outset of his career, who has not yet fully chosen his profession for life. In a solemn hour he sits down and thinks. He thinks. That means something more than some people imagine. Thoughts something like these crowd upon his mind: Shall I waste my energies in an indiscriminate ramble over the field of general literature and science? Then I shall be like the dog in the fable—I shall lose the reality whilst I grasp after the shadow. No; I will study, especially my own nature, affinities, and taste, and wisely choose a defined, limited object, which shall be my life-work; which shall absorb my life, and direct my energies. In the glow of excitement produced by this sublime thought, that young man arises, paces his chamber, his countenance radiant with hope, and his whole nature aroused by a thousand springs of untold activity. That countenance, before handsome, is now radiant. There, in that lonely chamber, without a carpet, with no furniture but an old desk, there is a living power which will yet make itself known in effecting beneficent changes in human affairs. Here, perhaps, is an embryo teacher, or educator. We shall see.

Not long after, that young man, with some other candidates, appears before a School Examiner to procure a license to teach. He makes a very favorable impression. You can not look upon him without feeling pleasant, and without thinking of the things that are lovely and of good report. He desires to know well what he knows, and to do well what he does. Yet he is defective in school knowledge. He commits blunders; and with ir-

repressible good humor sometimes makes capital out of them, which tend to increase sympathy and regard. He procures a certificate of a medium grade. When he reads it a slight cloud darkens his pleasant countenance. He is disappointed. He says to the Examiner, "Can you not give me a higher grade?" The Examiner, by authority, had added five per cent. for taking the SCHOOL JOURNAL. He had assumed the responsibility of adding five per cent. for his genial disposition and pleasant manners. Yet the grade was only medium, and he replied to his question, "Not with impartiality."

"If, before the expiration of this certificate, I prepare myself on those branches in which I am deficient, can you not raise the grade?"

"Yes, at any time in a regular examination, and without any extra charge."

The next month he is present at the regular examination, obtains a certificate for two years, and as he reads it—with some enthusiasm, and with a spirit which indicated noble resolve—he said, "This is something like what I desired. Still, I am not satisfied. I have made up my mind to be a teacher, and I shall now strive for a State certificate."

The Examiner detained him for some time in private conference, to encourage and properly direct him, as one in whom he had learned to take a deep interest. As he left the house the Examiner said to himself, There goes a professor in one of our best colleges, or I am no prophet. At any rate, he is ready to teach; he will always be ready.

The other example was also a fine looking young man, with whom a School Examiner formed an acquaintance by a visit to his school. He was well proportioned, of genteel appearance, and noble beard. He had dignity; but it was the dignity of starch. He had accuracy; but it was the accuracy of a mechanical pointer. With his body chained to the desk, and his eye riveted on the text book, with a manner so frigid as to remind one of Nova Zembla, he proposed the printed questions of the book in a way so repulsive that there could have been little prac-

tical utility in the exercise. He had no sympathy with his theme, and his pupils no sympathy with him. The Examiner was led to these reflections: Has this noble looking young man a soul? Does he know that he has forty living souls before him, to impress, incite and guide in these interesting and ennobling truths? He was reminded that a phrenologist once attributed to him mechanical genius of a high order. He laughed at him, and said it had never yet shown itself. He quoted the old poet, and changed it to suit his purpose:

"Genius will out, though seas and skies o'erwhelm,
And mountains hide it from the face of day."

The phrenologist replied, "Be assured it will come out some time."

Now is the time, thought the Examiner, when this matter can be brought to a test. Can I not construct an automaton, that will answer in the place of such teachers, and save the State much expense. Though he was well assured that the lecturer and his science were both erroneous, at least in this application, yet he did, in imagination, construct a manikin, with springs and pointer, and a little dog to turn a crank, move the machinery, and thus grind out the process of such an education. Yet that young man had a soul. Where was the secret of his failure? He was a student of law, and had buried his soul in his law books. All his enthusiasm, all his energies were there; and needing money to purchase law books, he stepped aside for a quarter to put himself at the head of a school, for the high pursuits of which he had no affinity, no taste, no desire.

As the Examiner left the school he thought within himself, that young man may make an eminent counselor, but he will never be a teacher until he gets a little of what may be called child-nature, and puts his soul in the work of teaching children. He is not prepared to teach. With his many qualifications, he will never be prepared until he gets a soul in sympathy with his work.

MELANCTHON.

STATE SUPERINTENDENTS' ASSOCIATION.

INDIANAPOLIS, IND., December 28, 1869.

THE Association met at 9 o'clock A. M., in the high school building.

The President being absent, James G. May was called to the chair.

The minutes of the last meeting were read and approved.

The regular programme was deferred until 10½ o'clock, and the condition of the colored schools in the State inquired into.

A. M. Gow, of Evansville, said, there were two colored schools in that city, which were well attended, although the colored people were so poor the children often go to school without breakfast.

J. L. Rippetoe, of Connersville, said, they had one colored school, a female colored teacher. School in good condition.

W. E. Ruble, of Vincennes, reported one colored school; colored teacher; attendance excellent.

W. H. Wiley, of Terre Haute, said, that their colored school opened under very adverse circumstances. Had no house; took colored church as last resort. Expect to build next year. Said the teachers were all anxious to see the colored schools. The per cent. of attendance for December, 97.4.

A. C. Shortridge, of Indianapolis, reported six hundred colored children in the city. About two hundred and forty of them are in the schools. He had hoped more would attend these schools. Neither the colored nor night schools have reached a class of children that ought to attend school. Four teachers in colored schools, two white and two colored; all female. Schools in good condition.

H. S. McRae, of Muncie: Character, and not color, is the condition upon which pupils enter our schools. The colored have attended the same schools with the white

for the last fifteen years. No one raises any objection. They sustain themselves well in their classes.

S. Cox, of Logansport, reported twenty-six colored children, but no provision for them to attend school.

Supt. Hobbs said he was glad to hear the subject discussed. In reply to the complaint that the colored people have not yet been taxed for schools, and that the children should be excluded until a tax is collected, he said they had always been taxed for the purpose of building school houses, and if any one should be excluded, equity would require that the white children suspend their right until the colored should catch up. The complaints against the cost of separate schools for colored children, would necessitate the admission of the scholars, as at Muncie, Chicago, &c. Experience has proved that the prejudice will rapidly disappear.

The Association proceeded to the discussion of "Teachers' Meetings." The discussion was opened by H. S. McRae, and engaged in by Messrs. Hobbs, Coyner, May, Olcott and Gow.

Miscellaneous.—Supt. Hobbs suggested as a topic for this body to consider, the amendment of the school law, that the teachers for city schools shall be examined by the School Board of the city, or by such a committee as the Board shall appoint, and not by the County Examiner.

Referred to the Executive Committee.

After the appointment of Messrs. McRae, Wiley, Rip-petoe, Cooper and Clark a committee to nominate Officers, and Messrs. Hobbs, Shortridge, Houskeeper, Butler and Gow a committee on resolutions, the Association adjourned until 2 P. M. •

AFTERNOON SESSION.

The Association met at 2 o'clock.

The regular exercises were suspended for a few minutes for miscellaneous business.

On motion of Mr. Butler, a Committee of three was appointed, consisting of Messrs. Butler, Olcott and Hobbs, as a Mutual Benefit Committee, to whom application may be made at any time for advice and counsel in time of necessity.

Supt. Hobbs said he would like for every Superintendent to have a State certificate.

A. M. Gow then read a paper upon "Ethical Culture in Common Schools." The article was based upon the theory that a school is but a pocket edition of the great cyclopedia of government, and that pupils should be taught good manners and good morals, so as to enable them to act honorably and uprightly in whatever position they may be placed. The teacher should have a thorough knowledge of mental and moral philosophy. He should be a cultivated Christian gentleman. The Bible should be taken as the correct standard of morals. Each day's work should commence by reading some portion of the Scriptures, and repeating the Lord's prayer. Care should be taken in the selection of songs. These exercises should be devotional, and not merely such as to carry out a programme. As the young and tender mind can not grasp the abstract truth, the principles of moral truth should be inculcated by the system of moral stories.

The sentiment of the paper was heartily endorsed and discussed by Messrs. Hobbs, Hoss, May, Coyner and Bell.

W. H. Wiley read a paper. Subject: "What is a Graded School? And what is the Distinction between the Primary and the Grammar School, and a Grammar and High School Course of Study?" He allowed four years for the Primary, three for the Grammar, and four for the High School. The paper was brief, and showed a careful study of the subject.

The paper was discussed by Messrs. Hoss, Shortridge and McRae.

The subjects, "Truancy; its Nature and its Cure," and "Should Rules be adopted Prohibiting, in teaching certain subjects, the Use of Text Books by Teachers?" were not discussed for want of time.

It was suggested the Executive Committee call a meeting of the Association at some time during the session of the Teachers' Association.

Mr. McRae, Chairman of the Committee on Nomination of Officers, reported the following:

President—Alex. M. Gow, Evansville.

Vice Presidents—J. M. Coyner, Cambridge City ; J. C. Housekeeper, Lawrenceburg.

Secretary—J. K. Walts, Indianapolis.

Treasurer—J. T. Merrell, Lafayette.

Executive Committee—J. M. Olcott, Terre Haute ; Sheridan Cox, Logansport ; Walter S. Smith, Milroy.

Adopted.

Two strangers, one from Maine, the other from Boston, spoke briefly, on invitation. The latter spoke especially on the subject of Ventilation. After a brief discussion of this subject by others, the Association adjourned, subject to the call of the Executive Committee.

The following is a list of the members in attendance :

John Cooper, Dublin ; Valois Butler, Elkhart ; J. M. Olcott, Terre Haute ; J. K. Walts, Indianapolis ; J. L. Rippetoe, Connersville ; A. M. Gow, Evansville ; A. C. Shortridge, Indianapolis ; H. S. McRae, Muncie ; B. C. Hobbs, Indianapolis ; J. C. Housekeeper, Lawrenceburg ; W. H. Wiley, Terre Haute ; A. Oreat, Williamsport ; Gillum Ridpath, Fortville ; J. F. Compton, Perryville ; Sheridan Cox, Logansport ; George W. Hoss, Bloomington ; W. A. Bell, Indianapolis ; J. T. Merrill, Lafayette ; J. P. Rons, Stockwell ; Jacob Walts, New Albany ; H. L. Rust, Tipton ; E. S. Clark, Aurora ; John M. Bloss, Orleans, James G. May, Salem ; Walter S. Smith, Milroy ; J. Wetherell, Cannelton ; W. E. Ruble, Vincennes ; W. J. Button, Indianapolis ; Jesse H. Brown, Richmond ; Geo. B. Loomis, Indianapolis ; W. J. Tront, Edwardsport ; W. A. Boles, Shelbyville ; David Graham, Rushville ; H. Greenawalt, Terre Haute ; J. M. Gordan, Terre Haute ; A. P. Home, Zionsville ; J. S. Losey, Noblesville ; James Baldwin, Noblesville ; E. G. Hogate, Danville.

J. K. WALTS, *Secretary*.

A PLEA FOR A CHANGE.

WE have long been impressed with this thought, viz: that our colleges and universities have too large a catalogue of books in the course. We have seen those just entering upon a college curriculum take up a catalogue, and on looking at the list of books, they would ask, with a sigh, if all *this library* had to be studied and mastered. And such a novice would look with astonishment upon one who had completed the course, and say, "Did *you* study all these books?"

We believe every true student will bear us out in this assertion: If we are proficient in our studies, and have good standing in our classes, we *must* spend *almost* all the time that *should* be spent in study, in preparing lessons for recitation, and consequently have but little, if any, time for composition or general reading.

Is there a remedy for this over-crowded catalogue, and over-tasked student? Can the number of the books be lessened and no detriment to the completeness of the course, or the thoroughness of the student? We think it can.

Aside from the discipline afforded, the great object in studying the Greek and Latin, as we understand it, is to get at the true philosophy, or rather philology, of those languages. We do not read ancient languages to learn the facts of history and philosophy, of physics and metaphysics, but to understand the true gist of the languages themselves.

Such being the case, why do we read so many authors? We have distinct recollection of getting deeply interested in some book and the term would close, and with it the book. A new term would open and with it a new book, to be again laid aside when we had become somewhat familiar with it. So it continued until the "Latin Comedy" and "Greek Tragedy" were enacted and the play was ended.

Our remedy is this: We would use but three, or at most four, authors in each language. (We are speaking

now of the collegiate department, not preparatory.) Let one or two of the historians, one of the poets, and one of the orators be read; and let the works used be *thoroughly* mastered, so that we may be perfectly familiar with all the words and phrases found in them. Let Plato's Apology, and Crito and Gorgias, Horace's Odes, and all comedies and tragedies, as text books, be laid aside. How are we to compensate for this loss, if it be a loss? Let some thorough linguist prepare a book of the idioms and styles of different authors, and let it be studied throughout the Sophomore and Junior years for a weekly recitation.

My plan would be to have no Greek or Latin in the Senior year.

Would not this change lessen the student's burdens, and give him more time to obtain general information, and to improve his powers of composition.

If but one history were read, there would be time for studying the oft-neglected classics of the Old and New Testament.

We would earnestly urge upon our professors the duty of studying, and the importance of teaching these *divine* classics.

J. A. M.

OFFICIAL DEPARTMENT.

The proceedings of the State Teachers' Association having demanded the room usually allowed me, in last issue of the *JOURNAL AND TEACHER*, an account of my visit to Hamilton, Hendricks, Putnam, Marion, Johnson, Bartholomew, Jennings, Jefferson, and Madison counties, would be too stale to publish at this late date. Recent work has accumulated on my hands, and should have preference in a limited space.

In the above counties there is a general advance, in common with other places, showing that school buildings and professional skill are demanded in advance of the past. The college under the management of the Missionary Baptists at Franklin, is in excellent condition. It is assuming a permanent character, and its Freshman, Sophomore, Junior and Senior classes, are reaching encouraging numbers. The campus, buildings and all its surroundings, give it a cheerful, inviting appearance, and its Faculty show evidence that they will reach the expectations of their friends.

The town of Franklin will soon complete its elegant school building. D. D. Banta is an efficient Examiner, and is giving good shape to the educational work of the county. Greencastle has finished a superior school edifice, which was dedicated to the educational work of the Common School on the third of January, by appropriate ceremonies, consisting of addresses, sentiments and songs, all of which gave evidence of good feeling and deep interest by the citizens.

WABASH COLLEGE.

In January I made a special college visitation on the line of the New Albany Railroad, arriving at Crawfordsville on the 18th. I found this institution in excellent condition, about two hundred students in attendance. They give evidence of much good feeling, and of industrious habits. Prof. Hovey has succeeded in securing a superior geological cabinet, and the library affords a very attractive display of authors for general knowledge and scientific reference. The college has surmounted most of the embarrassments that have heretofore attended its growth. Its northern wing will soon be finished. Its endowment has reached a sum that puts its future out of jeopardy, and the Church and State can both look to it for much good work for many years to come. I had the pleasure of a ten minutes' talk to the students at the chapel service, which was attentively received. Wabash College has been built up by hard work and persistent efforts, influenced by the earnest faith of its laborers.

ASBURY UNIVERSITY.

I reached this place on the morning of the 19th, and found a cordial recep-

tion by the Faculty. Asbury has never been in so prosperous a condition as at present. It registers this year about three hundred students. Favorable reports are made of its discipline and of the good feeling generally prevailing.

I was present at the morning chapel service, and was offered an hour to address the assembled company. I had an hour's talk in reserve for them and gladly embraced the opportunity. They were good listeners and I was glad to find that they received with evident deep interest such topics as I considered of leading importance.

Asbury has become too large for its edifice, and has reached a *moulting* period, and will soon dress itself in new college halls. A bright future awaits it. May it never grow less.

BLOOMINGTON UNIVERSITY.

This institution has never exhibited more life and interest, nor greater numbers than during the current year. Its law school numbers about fifty. Its Department of Natural Science is quite attractive, and with the cabinet recently purchased of the Owen estate, containing seventy five thousand specimens, it will have superior advantages in Natural History and Geology, over any other institution in the West. Recent purchases have added greatly to its library.

In the chapel assembly room I had the pleasure of presenting many matters of interest in connection with State education, and the proper objects to be aimed at in a college and university course, in an hour's talk. I was glad to find many here as well as at Asbury, of both sexes. The experiment of united education has at both places been attended with very satisfactory results. Women are successful everywhere in preserving a scientific and literary equality where they have a fair race. I think Adam Clark was about right, after all, in his interpretation of Paul's writings.

I have thus given a very hasty outline of a rapid visit to these colleges and universities. I would be glad to say more, but space cannot be allowed me. Indiana may feel much satisfaction in contemplating her college work, without which the common school and academy must fail of success.

THE STATE NORMAL SCHOOL, TERRE HAUTE.

This Institution, which has been the subject of great educational interest to the State for many years, was opened, by appropriate ceremonies, on the 5th of January, under the Presidency of W. A. Jones, who comes to it with much experience, and a familiar acquaintance with Normal Methods. Time will, I think, prove him the right man for the place. He is aided in this work by efficient associates. The number of entries, though not large, is equal to reasonable expectations. When the winter schools shall close, a more general attendance will be anticipated. It is to be hoped that many teachers will discover it to be to their interest to become acquainted with the methods and drill here taught, that they may take these advantages into their autumn and winter schools.

I ought not to omit a neat commencement exercise that closed the autumn term of the Madison school. Nine young ladies graduated. Not a single young gentleman to give variety to their excellent essays. The Trustees of

Madison schools are earnest, live men, and are succeeding well in their work. They are up to the standard of the time, and they will maintain it. Everything was conducted in excellent taste.

On the 31st of January I visited Washington, my native county. Salem is about the same size it was forty years ago, but much better built.

Her public schools have made but little advance. In one of them I found the scholars "getting their lessons out loud," sitting wherever it suited their fancy, and changing seats at pleasure.

The old veteran, James G. May, is still at work bravely at the old stand, full of enthusiasm and professional success. He teaches a school, assisted by his son, that rises as much above par as the building falls below it. He needs, sadly, a better house—Salem needs a better. I had a good audience in his seminary hall, and afterwards was heard in the Presbyterian church on Sabbath evening. There is a good interest among many of the citizens of Salem on the subject of education, and I hope they will soon act. At "Old Blue River," three miles east, is the neat school edifice of the Friends, under the superintendence of W. Pinkham, a very successful teacher. They gave me a full evening audience. I could not visit the school.

New Albany is famous for its *own system* of city schools, having for Superintendent one of its City Trustees, Dr. E. Newland, with whom I found comfortable shelter while in Floyd county. Sometimes things work by the law of remarkable coincidences. He claims that city schools ought always to be superintended by Trustees. I doubted whether Trustees would always prove a *success*, and the most successful plan is that which is most *successful*. The schools of New Albany are very creditable in their order, scholarship, system, and educational interest. Dr. Newland is an earnest worker, and knows how to infuse his interest into those laboring with him. The city needs a new high school building, and expects soon to have one. Their new ward school is a model school edifice for adaptability and neatness of architectural design. The entire educational work of New Albany, both as regards school edifices and professional school work, is brought up on the most economical plan of any place I have visited in the State.

There is no colored school in New Albany, for want of school room. The colored people declined to let out their meeting house for this purpose, and other rooms cannot be found. A building will be erected for them next summer.

On the 8th of February, I met the Trustees of Hancock at Greenfield. This county is decidedly on the advance. The educational work, with but little exception, is free from disturbing elements. The Trustees of Greenfield have just finished an excellent school edifice, at a cost of about \$20,000. N. W. Fitzgerald is their Superintendent. A commendable interest is felt in its success, by both teachers and citizens. My evening lecture has rarely been better attended. The audience, who had given me excellent attention for an hour, were relieved by the arrival of the train, which took me to Cambridge City, to be ready to visit next morning their new school, under the Superintendence of Prof. J. M. Coyner. A stately \$25,000 edifice has recently been finished, and one of the best schools in the State is taught in it. Careful drill, neatness, method and industry are all apparent. The floor

is kept everywhere scrupulously clean, and the cobwebs are carefully swept down. A good colored school is taught in East Cambridge by a brother-in-law of the Senator from Mississippi.

Wayne county has a business like company of Trustees. They well understand school work, under the efficient administration of Examiner Jesse H. Brown. There are some places still in Wayne that might be better. She does a generous part in furnishing school funds for other portions of the State, and at the same time in keeping up her own schools. Centerville has become the owner of an excellent school building during the past year, and has a good graded school under the efficient management of Edgar Brown and sister. A good audience listened attentively to me in the evening, as I brought in review the educational system of the State, its objects and economy.

I reached New Castle, Henry county, on the morning of the 10th. A good representation of the Trustees were present. Examiner Newby had all things in readiness. A good interest prevails, through this county, in school work. There are five corporations, an unusual number for one county. A good graded school is taught in New Castle, but I was unable to visit it. The public school edifice makes a very imposing appearance externally. A large audience listened to my evening lecture. I took the 10 p. m. train to Muncie, arriving there at 11:20.

Delaware makes good reports of her educational work. Hamilton S. McRae and lady superintend the education of Muncie, and do it well. I visited all the nine departments, embracing well-graded primary, intermediate and high schools. The school rooms exhibit good taste in the way of exotics in bloom, prints, and other variety of attractions, to give relief to the mind, and make cheerful a cloudy day. I ought to apologize for talking a whole hour and a quarter at my evening lecture. I can give them credit for being patient and quiet listeners.

SCHOOL ROOMS should be swept twice a day. You may find it most convenient and economical to hire some of the students to sweep the rooms and halls, having several rooms swept at once. The work can thus be promptly done, and you can control it best. Such is the experience at Cambridge. The Trustees hire the Superintendent, and he re-lets the service to students, and thus has it under his complete control.

LET every County Examiner see that Trustees take the SCHOOL JOURNAL AND TEACHER. It can be paid for out of the Special School Fund. Official matter will then be accessible.

B. C. HOBBS,
Superintendent of Public Instruction.

EDITORIAL—MISCELLANY.

WE heartily thank many of our friends for their aid in furnishing matter for our columns. We solicit a continuance of their favors, and invite a dozen more to join them.

WE sincerely regret the many typographical errors in the last two issues, and trust that such shall not occur in future. We hope all readers saw that the word "deserve" should take the place of "desire" in Editorial Remarks in last number, concerning the President of the Association and Chairman of the Executive Committee. In the Minutes, we suppose it is apparent that the word "primary" should take the place of the word "present" in the resolution concerning a text book on Physiology. Begging charity in behalf of typographers and proof-readers, other errors are passed without naming.

WE suppose it a truth that any good can be abused, and thus converted into an evil. We suppose, secondly, that one of the highly prized goods of the school room, namely, order, is not an exception to this general rule. Stated in other words, order in the school room may receive so much attention as to become a source of evil.

Theoretically, this proposition is sustained by the following: 1. Order is not a prime object in school labor. Knowledge and discipline are obviously more prominent and valuable. There are perhaps others, but these serve present purposes. Stronger, order after reasonable control of certain organs and bodily movements, sinks from the rank of an end, or object, to that of a means. It becomes a means to the two higher ends named above: knowledge and discipline. Hence, to make it an end, and give it a rank with these, is an error. This becomes apparent when we remember that no mental effort however small or trivial, can be made without an expenditure of mental force. Therefore, force expended on order, cannot be expended on study. Whatever expenditure above enough, if but a single atom, made on order, is so much loss to study and development, hence is wasted.

Such is the theoretical view. The practical view is, that we have been in more school rooms than one within the last five years, in which a considerable portion of the mental energies of the pupils was wasted in attention to order. If the arm moved, it received special attention, that it should move in a cer-

tain manner and to a certain place. If pupils were to rise, a work that could be done in two seconds, thirty to fifty seconds were spent in getting ready. A seeming mental tension marked the whole school, as if all were striving to conform to some preimposed law of attitude or movement. This tension, or effort consumes force. If this consumption amounts to one-fourth, then but three-fourths remain for grammar, arithmetic, physiology, or whatever other study may be in hand. Hence our conclusion, namely, that even order, one of the highly prized goods of the school room, may be abused and thus become a source of evil. In a word, in the school room, as elsewhere, one good may trench upon another, and thus become an evil.

In conclusion we must say by way of caution, let no slipshod, disorderly teacher quote the above against order. We have not said one word in favor of disorder, only against an excess of attention to order. Read again, and see that we say, whatever expenditure above enough made on order, is loss to study, etc.

Our purpose has not been to draw the line that divides between enough and excess. That delicate and difficult task is left, for the present, at least, to the reader.

TEMPERANCE.—At the session of the State Temperance Alliance, held in Indianapolis, February 2d and 3d, the following resolutions were adopted:

Resolved, That believing that the time honored maxim that "prevention is better than cure," applies with peculiar force to the cause of temperance, we recommend as one of the most effectual means for spreading our principles, that there be a more general and thorough advocacy of them in Sabbath and common schools and the establishment of juvenile temperance organizations.

Resolved, That in order to facilitate the above teaching there is a demand for a primary text-book on physiology, which shall present more fully than any primary work extant the nature of alcohol and its evil effects on the human system.

Resolved, That Prof. R. T. Brown, who has commenced such a work as described above, be, and is hereby requested to complete it at the earliest practicable period.

This session of the Alliance, above former ones, seemed to apprehend the true policy, namely, the training of the young in temperance. Here is the element of power: "train up a child in the way he should go," etc., is applicable to intemperance as to any other habit of life. Here is where we must begin, and to do this we must work in the schools. What a people wants to appear in the life of a nation, must be put into their schools. If we want temperance in the American nation, let us teach temperance in our public schools. Let us teach every child that alcohol is a *poison*, and that like arsenic and strychnine, it kills. Let every child be taught that while strychnine affects the spinal chord, the oil of tobacco the heart, and manganese the liver, alcohol, demon like, goes straight to the citadel of the soul, the brain.

This knowledge should be formally and accurately taught from a text book, as we teach the properties of oxygen, hydrogen, or carbon, from a text book. Let this work be fully, carefully and prayerfully performed, and it will do more than all statutes and courts to promote temperance. It will go far toward raising up a generation of sober men—men hating with a godly

hatred, all liquormaking, liquorselling, and liquordrinking. Four hundred and fifty thousand children, annually taught in the schools of Indiana to understand the nature of alcohol, and as a consequence to *hate* and shun it, is no trivial consideration.

Teachers, have you all carefully considered your duties in this matter? May we all have courage and wisdom to do our duty, our whole duty, in this solemnly responsible work.

TRIBUTE OF RESPECT.—Professor C. M. Dodd, in the latter part of December, resigned the chair of Latin in the State University, to accept the chair of Mathematics in William's College, Massachusetts. The following was adopted as the sentiment of the Faculty :

"Prof. C. M. Dodd having announced his resignation of his position in the University in order to accept a Professorship in William's College, Massachusetts, the Faculty would hereby express their regret at losing one so thorough in scholarship, so efficient in discipline, and so safe in counsel; endeared also to them by the friendship which has grown out of their association with him during his connection with the Faculty. The best wishes of his colleagues go with him to his new position; and while regretting their own loss, they congratulate his Alma Mater on the restoration of her worthy son in a new and responsible relation."

WE desire to call attention to the remarks of Superintendent Hobbs, on another page of this number, respecting the State Normal School, and we would urge all teachers who can to spend the spring term, which commences on the — day of March next, at this Institution. Especial instruction will be given to those who wish to improve their methods of teaching, but who are unable to spend the time required to complete the regular course of study. While it is very desirable that as many of our teachers as possible shall enter upon the full course, which will require from one to three years for its completion, yet to the experienced teacher a single term, devoted to the study of methods, and the philosophy upon which they are based, will be a paying investment. It affords us great pleasure to say that we regard the election of Mr. Jones to the Presidency a fortunate one. He has, it seems to us, a correct idea of the results to be attained, and a thorough knowledge of the details; certainly the two essential elements of success.

Mr. George P. Brown, for so many years the successful Superintendent of the Richmond schools, has been elected to a professorship, and has accepted the place. He is now on the ground and at work. The Trustees have made an excellent selection. Mr. Brown will do much toward making the success of the Institution doubly sure.

A circular has been issued, but too late for this number of the JOURNAL, containing some useful information, copies of which can be obtained by addressing President Jones, at Terre Haute. Send for a circular, and if possible attend the Normal next term.

THE BIBLE QUESTION in Cincinnati is decided for the present. The verdict has at last been rendered. Two of the judges decided in favor of the *Injunction* and one against it. So the injunction holds and the Bible is still retained in the schools. An appeal was, however, taken, and this decision may not be final.

The Bible question is one that concerns us all, and one that should be studied by all. The article in the February number of the JOURNAL, by A. M. Gow, is a very able one, and we heartily commend it. Teachers should exert themselves to put it into the hands of as many people as possible. Copies can be furnished at 20 cents each, or \$2 per dozen.

THE ADAMS COUNTY INSTITUTE met at Decatur, December 27, 1869, and continued in session five days. The entire enrollment was 64. The average attendance 53. This average is certainly good. The exercises consisted of lectures on teaching the various subjects taught in the common schools, embracing the theory and art of teaching, and discussions, special and general, on educational subjects.

Among other resolutions the following were passed:

Resolved, That, in our opinion, the teachers in the public schools of the county should give such instruction concerning the use of tobacco and ardent spirits, and their injurious effects upon the human system, as shall tend to secure total abstinence from their use. To this end, we, as teachers of Adams county, ought first to do away with these vile and pernicious habits ourselves.

Resolved, That we consider the Institute a success, and that it is our request that the Examiner call a meeting of the Adams County Teachers' Institute for 1870 at such time as is deemed best.

S. C. Bollman is school Examiner, and seems to be doing a good work. He does not forget the JOURNAL AND TEACHER.

PURDUE UNIVERSITY.—The Trustees of Purdue University recently made a definite selection of site. This is on a fine tract of one hundred acres of land on the west bank of the Wabash river, directly opposite the city of Lafayette. This land, estimated at \$50,000, is a donation from Mr. Purdue, thus bringing his entire donations to \$200,000. Mr. Purdue is ranking among the large donors to education. May he be honored and blessed in these worthy deeds.

The erection of the building will be commenced early in the spring.

PUBLIC INSTRUCTION.—Rev. Milton Hopkins, of Ladoga, Montgomery Co., was nominated for the office of Superintendent of Public Instruction, by the Democratic State Convention, at Indianapolis, Jan. 8th.

Mr. Hopkins has for some years been at the head of a seminary in Ladoga. He has not taken active part in the public school enterprises of the State, hence our knowledge of him and his work is limited to a few facts. His religious connection is with the Christian church, in which he holds, we are informed, a prominent place as a preacher.

XVth AMENDMENT.—The following are the exact words of the fifteenth amendment to the U. S. Constitution, recently adopted: "The right of the citizens of the United States to vote shall not be denied or abridged by the United States, or by any State, on account of race, color, or any previous condition of servitude."

This gives the colored man the ballot; the public schools must give him intelligence. Ignorance united with power is dangerous. Hence every voter should be educated, whatever be his color or social position.

VENTILATION.—The *Indianapolis Journal* says that one of the teachers in the Madison schools "fainted five times in one day, because of the bad air in the school room." The *Journal* adds, "they need a little civilization down there." If the facts be as above stated, we say amen to the last remark, adding that they also need a little *ventilation*, probably in the newspapers, but certainly in their school rooms.

PROFESSOR AMEI ATWATER, of Hiram College, Ohio, was on the 12th ult. elected to the chair of Latin in the State University. Prof. A. is an alumnus of this institution. For one or two years after his graduation, he held the professorship of the Preparatory Department. Having filled this position with marked satisfaction, he will be welcomed back by both students and Faculty.

The following we obtain from W. H. Wiley, Superintendent, Terre Haute schools. The January report of these schools shows the following:

Whole number enrolled for month.....	2,457
Average number enrolled.....	2,235
Average daily attendance.....	2,131
Average daily absence.....	104
Per cent. of attendance.....	95.3
Number not tardy.....	1,900
Number not absent.....	1,216
Number neither tardy nor absent.....	1,002
Number on roll of honor.....	81

FROM J. K. WALTERS, one of the local Superintendents of the Indianapolis schools, we learn the following: In Miss Julia Stephens' room in the 8th ward, Indianapolis, out of an enrollment of 67 pupils, only one case of tardiness occurred in 21 weeks. The grade is B Primary. Who beats that?

D. ECKLEY HUNTER's report of the Peru schools for January shows the following: Enrolled, 661; attendance, 473; per cent. of attendance, 96.1; not tardy, 453; not absent, 211; visits of trustees, 45, of others, 40. Mr. H. prints a monthly report.

At a recent meeting of the Normal School Board, Professor J. M. Olcott resigned his position in the Faculty. Reason assigned, inadequacy of salary. (Salary, as we understand, is \$1,500.) We are informed that Mr. O. takes a book agency for the present.

PROFESSOR RICHARD OWEN, of the State University, has returned from his European tour. He has delivered two interesting lectures before the students and the citizens of Bloomington, generously donating the proceeds to the benefit of the poor of the town. A third lecture is contemplated, the proceeds to be used in the promotion of temperance in Bloomington.

GREENCASTLE, Greenfield and Cambridge are rejoicing in the advantages of new school houses. These are all good houses, built after the late and improved plans.

W. B. WILSON has been appointed Examiner in Owen county, vice W. R. Leach, resigned; and Robert V. Carlin in Steuben, vice L. R. Williams, resigned.

NOTRE DAME UNIVERSITY, in South Bend, has, it is said, a professorship of the Irish language. This is a novelty.

THE number of pupils, last year, in the Institute of the Blind, was one hundred and two. Total expenses, \$47,760; \$10,000 of which were expended for heating apparatus.

THE number of inmates in the Northern Prison, December 15, was three hundred and thirty-nine. This is one of the best patronized institutions in the State.

THE Attica schools have commenced the collection of a geological and mineralogical cabinet. A good move.

THERE are three female students attending the Medical College at Indianapolis.

BLOOMINGTON has opened a night school for the colored.

A PUBLIC lecturer having used the words, "Amicus Plato, amicus Socrates, sed major veritas," found himself reported in the papers as follows: "I may cuss Plato, I may cuss Socrates, said Major Veritas."

AN incorrigible tobacco chewer brings Scripture to his aid, saying, "Let the filthy be filthy still."

A LUNAR bow and a beau by moonlight may not be identical when brought to the severe test of astronomy and optics.

A B R O A D .

—It is claimed that there are between seventy thousand and eighty thousand college graduates in the United States.

—A young lady has recently been elected County Superintendent of schools in Iowa.

—An oxygen manufactory has recently been started in New York. Yield per day, about twenty-five thousand cubic feet.

—The *Hebrew National* says there are six million Jews in the world; two hundred and sixty thousand of whom are in America.

—The Principal of the High School in Boston receives for his first year's salary \$3,500, and afterward, \$4,000.

—A company of one thousand seven hundred men, under Samuel Baker, are soon to commence an exploration of the Nile, instituting search for its source.

—The *Rhode Island School Master*, after a sleep of six months, has revived. It comes with the glow of health and youth. Welcome to our rejuvenated friend from "Little Rhoda."

—The *Kansas Journal* comes buoyant with hope. Here are its words: "Out of debt; forty pages; two thousand subscribers." This young and healthy journal has in it the quick pulse beat of the young and vigorous State it represents. Onward, Brothers Kellogg and Norton!

—The Iowa Agricultural College admits young women, employing the labor system for both sexes. Latin and Greek are excluded, but special attention is given to the English. Prof. Welch claims that he can make good English linguists by studying English language alone.

—Rome, with a population of about two hundred thousand, supports but two daily newspapers, and these are said not to be first class. Probably no city of twenty thousand in the United States fails to support two daily papers. This is Rome, but surely living Rome no more. The scream of Cæsar's eagles are no longer heard, but the thunders of the Vatican are, and there's a difference.

—Prof. Davies, though once an advocate of the French metrical system, is, after fuller investigation, in doubt as to the propriety of its introduction in this country. If such be Prof. D.'s unequivocal opinion, it will lead many to think carefully before indorsing the system.

—The Report of the Superintendent of Public Instruction of Pennsylvania, shows the following for that State for last year: Number of teachers, 17,442; pupils, 815,753; average attendance, two-thirds of the above number. Monthly wages of teachers, males, \$39.00; females, \$30.52. Total expenditures for schools, \$5,986,149. Estimated value of school property, \$14,045,632.

—Hon. Theophilus Parsons has lately resigned his chair as Law Professor in Harvard University, after a service of twenty-two years.

—Female students are to be admitted to the Medical Department of Edinburg University. Query: Ought not this to take the pucker out of some of the young barbarians of the Philadelphia Medical College, who "hooted" and "howled" at the female students of that Institution?

—Our sister State Ohio divides her forces between two universities, one at Athens and one at Oxford; the former having three professors and sixty-six students in the college classes, and the latter six professors and one hundred and three students. With all respect to the powers that be in Ohio, we submit that if both were boiled down into one, the mixture would be stronger.

—The Board of Regents of Michigan University, at their meeting in January, after full and elaborate discussion, passed a resolution opening the Institution to all citizens of the State. This, we suppose, was intended to apply specifically to female students. Under the Fifteenth Amendment to the Constitution, it will apply to colored persons. Slow in moving, they made a long stride when they did move.

—Kansas shows the following for last year: Number children of school age, 92,517; in schools, 58,687. Schools kept open five months. Number female teachers, 1,118; male teachers, 896. Monthly wages, male teachers, \$37.07; female teachers, \$28.98. Amount of funds raised for educational purposes, \$565,311. Number houses, log, 338; frame, 606; brick, 35; stone, 224. Indiana has seventy-four stone houses. Kansas is ahead on this count. We pay our teachers \$37 and \$28.40, and keep our schools open four and one half months. Ahead again. Bravo, young sister, not yet in your teens!

—The following is circulated through papers and magazines; hence some presumption in favor of its accuracy. Of this, however, we give no opinion:

STATISTICS OF THE GLOBE.

There are on the globe 1,288,000,000 souls, of which 360,000,000 are of the Caucasian race, 552,000,000 are of the Mongolian race, 190,000,000 are of the Ethiopian race, 176,000,000 are of the Malay race, and 1,000,000 are of the Indo American race.

There are 3,642 languages spoken, 1,000 different religions.

The yearly mortality of the globe is 33,333,332 persons. This is at the rate of 91,554 per day, 3,730 per hour, and 62 per minute. So each pulsation of the heart marks the decease of some human creature.

The average of human life is 33 years. One-fourth of the population dies at or before the age of 7 years; one-half at or before 17 years. Among 10,000 persons one arrives at the age of 100 years.

BOOK TABLE.

PHYSIOLOGY, AND LAWS OF HEALTH: for the use of Schools, Academies and Colleges. By Edward Jarvis, M. D. New York: A. S. Barnes & Co. 12mo.; 427 pp. Retail price \$1 65.

If there is wisdom in requiring a year's study before allowing a man to take charge of a locomotive, it would seem wise that some study should be expended upon that infinitely more delicate machine, the human body, before handing it over to its owner to "run it." The locomotive has ribs of iron and thews of steel, yet strong as it is, it is not trusted to an ignoramus. But this human machine, "fearfully and wonderfully made," so delicate that a needle point may throw it from the track or stop its wheels forever, is usually given into the hands of its ignorant owner with the implied injunction, *run it as long as you can*. Some make short work of it, smashing up, and ending life in a few months; others more fortunate run longer, and others, more skilled run sixty, seventy, ninety, and in rare cases, a hundred years.

Aside from original strength of material, and occasional providential interferences, the time of use is chiefly dependent on the intelligence of the user. Physiology and hygiene are the sciences which give us the requisite knowledge.

Of the various elementary works treating this subject, we have seen none which in our opinion equals this.

First, it discards technical language almost entirely. This brings the subject within the comprehension of all who can intelligibly read the English language. Second, it gives prominence to the health view of the science, spending but little time in naming, numbering, and sizing bones, muscles or other parts or organs. This is a prime excellence of the work. Third, the subject is presented in a more than usually attractive manner. This will increase the relish for the study.

We commend this book and its subject to every teacher in the State, with the hope that such works are hastening the day when we can apply more broadly than at present the good old Roman aphorism, "*mens sana in corpore sano!*"

A BIBLE HAND BOOK, theologically arranged; designed to facilitate the finding of proof-texts in leading doctrines of the Bible. By Rev. F. C. Holiday, D. D. Cincinnati, Hitchcock & Holden: New York, Carlton & Phillips. 12mo.; 333 pp.

Any work helping us to a clearer and fuller knowledge of the Bible, should always be welcomed. The volume before us is such a work. It fulfills in an eminent degree, and beyond books in general, what the author modestly claims for it in his preface. He says, "it will be found a *time saver* to all students of the Bible, and a convenient help to young ministers and Sunday school teachers.

As a Bible reader and Sunday school teacher, I bear testimony to the truth of this statement. More, in behalf of all Sunday school teachers and Superintendents, I sincerely thank the author for having written this book. In thirty minutes, with this book, I have on several occasions collected and examined a larger number of passages on any given subject, than I could with a Concordance, in two hours. To illustrate: On turning to the subject "Peace," I find one hundred and four verses relating to it. Turning to "Temperance," I find twenty-four verses, and under its kindred head, "Christian Moderation," forty-eight verses.

Thus the reader has a bird's-eye view of all the texts bearing on any given theme. This is of great value to the Sabbath school teacher, and in many cases would be of value to the day-school teacher.

I believe this book will help many a young Christian in obeying the command, "Search the Scriptures."

A GERMAN COURSE for High Schools and Colleges, by George F. Comfort; Harper Brothers.

For the object to be obtained, namely to learn the German language, this book is arranged in matter as it should be. The idea is fully exploded, that a language can be mastered by a study of its grammar, grammar being nothing more than a collection of principles and facts. We must look at the language itself, study its forms and peculiarities, depending on grammar, as a science, simply to assist us.

The author gives, first, practical lessons for learning to read, write and speak, together with familiar conversations in German and English. Next is a compend of German Grammar, and a highly valuable and interesting article upon the history, characteristics and dialects of the language. The author seems to understand the wants of a learner of a foreign language so thoroughly that we believe he has succeeded in his aim to make the knowledge of the student of German a natural and symmetrical growth. B.

THE YOUNG COMPOSER, by Henry N. Day. New York: Charles Scribner & Co.

In this work the author has had the courage and good sense to leave the old and hard-beaten path of grammar and composition. To any one who has given the subject any considerable attention, the plan of the work will appear at once based on proper principles. The principle controlling the work is that instruction in language should proceed from the thought. We speak that we may communicate thought; first the thought, then the expression. Consequently the study of the grammar of a language must be synthetic and not analytic. We study grammar to be able to give correct expression to correct thinking; to speak well and write well. Composition exercises, especially, have as their object the cultivation of good thinking and correspondingly good expression in words.

This book throughout keeps first and prominently in view the thoughts, after which the peculiar combination of words to fit the thought.

We have not the space to give such a review of the work as its merits deserve. Teachers, we are confident, will thank us for calling attention to a sensible work on this troublesome branch of education. B.

THE AMERICAN YEAR BOOK, and National Register for 1889. *Astronomical, Historical, Financial, Commercial, Agricultural, Educational, and Religious.*

A general view of the United States, including every department of the National and State Governments, together with a brief account of foreign States, embracing educational, religious and industrial statistics; also miscellaneous essays, important events, obituaries, etc. Edited by David N. Camp; published by O. D. Case & Co., Hartford, Conn., and by Hannaford & Co., Cincinnati, Ohio. 8vo, 824 pp.

I do not know how better to characterize this book than to use, under strong emphasis, the Latin phrase, "*multum in parvo*;" and to express its value to all desiring facts and figures, I may use the cognate Latin phrase, "*cade mecum*."

Here is a mine of facts from which every one may quarry, whether he be farmer, artisan, lawyer, politician, educator or minister. For instance, if a teacher desires to know the number of colleges in California, or the number of school houses, the length of term of school, the monthly wages of teachers, &c., &c., he can find all these and other kindred facts. What he finds in California, he can in general find in any other State, and to an extent in many foreign countries.

In conclusion, I will say this book should be in every public library, and is worthy a place in every private library.

MITCHELL'S PHYSICAL GEOGRAPHY, published by E. H. Butler & Co., Philadelphia.

Prof. Bracklesby, of Trinity College, Connecticut, has written a Physical Geography to complete the series of Mitchell's Geographies. We have looked through it with some care, and are pleased with it. The cuts are unusually good. The maps are sufficient in number and very distinct. Some of them we like better than any we have before examined. There are none, however, showing the *physical* character of the country. This we regret as a serious defect. There is no other way in which one can get a distinct idea of the general character of a country than from a map which *represents it to the eye*.

The matter of the book is well arranged, and well selected. The language is good; the descriptions are concise. We predict for the book its fair share of patronage. B.

A TREATISE ON ANALYTICAL GEOMETRY, written for the Mathematical Course of Joseph Ray, by George H. Howison, of Washington University, Saint Louis. Published by Wilson, Hinkle & Co., Cincinnati.

Probably no works have been so generally used in the West, and so universally popular, as Ray's Series of Mathematics. The continued demand for them is evidence of their intrinsic worth and of their adaptation to the purpose designed for them. Actual use in the school room has tested them, and decided strongly in their favor.

The latest of the series is Analytical Geometry, a superbly bound book of 574 pages. This work treats of the principles of the science especially as applied to conic sections. The author states the effects he has in view as follows: To furnish an adequate introduction to the writings of the great masters, and to produce a book from which the topics of first importance may be readily selected by those who can not spare the time required for reading the whole work. B.

READING AND ELOCUTION, by Mrs. Anna T. Randall. Published by Ivison, Blakeman, Taylor & Co., New York.

The object of the compiler is "to furnish choice selections of prose and poetry for school, parlor and lyceum readings," and to give a "comprehensive method of teaching the art of Elocution, with its underlying principles."

The principles and exercises are well arranged, and any teacher would be much benefited by their careful study. We infer from the selections that the authoress is of a "poetic turn of mind." More than three-fourths of her book is poetry, scarcely one-eighth being given to plain prose. We think that she has made a mistake here. For the school room we need more prose.

The selections are good, and the book well deserves a careful examination. B.

THE MODEL SPEAKER, by Prof. Philip Lawrence. Philadelphia: Eldridge & Brother.

It is with pleasure that we say a word for a work so various and excellent in its selections, so handsome and durable in binding. Good taste and judgment have been used in compiling matter for its pages. Nothing we have seen is better adapted to declamations, readings or exhibitions in the school room. For a more adequate idea of this work, we refer our readers to the advertisement in the February number of the JOURNAL AND TEACHER. B.

AMERICAN COMMERCIAL LAW, by Hon. Franklin Chamberlain, is commended as follows, by Judge Bicknell, Law Professor, State University: "It is a good book for business men, and for lawyers too; in my opinion, the best of its kind."

Judge Gregory, of the Supreme Bench, recommends it as follows: "Every banker, every merchant, as well as every lawyer, ought to have a copy of Mr. Chamberlain's work."

Published by Hannaford & Co., Cincinnati, O.

"THE OLD AND NEW," a magazine published by Houghton & Co., Boston.

The first number of this publication appeared in January of the present year. The editor is Rev. E. E. Hale, a writer of great beauty, force and acuteness. The pure, plain "people's English" has no better friend in this country than Mr. Hale. He is eminently qualified for the position of chief editor of a literary and scientific magazine.

The "*Old and New*" takes hold of live issues, such questions as concern us every day, and busy the minds of our best thinkers. It also proposes to look into the past for some lessons for the present and future. The range of topics is wider than that of any other magazine published. Its aim is to instruct, to entertain, and to improve, and if the past is any assurance for the future, it will fulfill its mission.

Each number contains about 150 pages of matter, in fair, fresh type, on heavy smooth paper. Certainly no magazine published does greater credit to its proprietors, or more richly deserves a large patronage. Among the contributors are Mrs. Stowe, Henry W. Bellows, Wm. Howe, R. W. Emerson, A. D. Mayo, J. R. Lowell and Wm. C. Bryant.

B.

THE LIBERAL CHRISTIAN a weekly journal published by J. N. Hallock, New York, is an able and spirited expounder of the Unitarian faith in religion, as taught by Channing of former times and Bellows of the present. It is liberal and broad in its views, and it is, besides being a religious paper, a journal of general intelligence, of instructive family reading. It has a large circulation and is exerting a vigorous influence.

B.

THE CHRISTIAN UNION is the name of a new religious paper just started by Henry Ward Beecher. Published by J. B. Ford & Co., 89 Park Row, New York. Price, \$2.50.

The fact that Mr. Beecher is at the head of this paper is sufficient to insure its success. It is strictly *Evangelical*, but wholly *unsectarian*. Those who read it will receive much good, practical advice, and but little dogmatic theology. Each number contains one of Mr. Beecher's Thursday Evening Lecture Room Talks. They alone are worth the price of subscription. We believe in "Christian Union."

B.

LIPPINCOTT'S MAGAZINE has advanced to pictorial illustrations, and retrograded to stories. Good taste demands the former, and popular taste the latter. When this magazine started, it contained more solid matter than any purely literary magazine of the same size within our knowledge. We wish popular taste was such as to warrant the continuance of such matter in this and other magazines. But popular taste craves stories or novels, and publishers, like other mortals, are subject to the laws of "supply and demand."

A GRAMMAR OF THE ENGLISH LANGUAGE, by Wm. Bingham, A. M., Sup't of Bingham School. Philadelphia: E. H. Butler & Co.

The author, in his preface, says he has not attempted to make an easy work, and he certainly has succeeded wonderfully well. We have no feeling of contempt as is intimated, because some of the ancient land-marks have been removed, but it does seem as though the introduction of such constructions as the genitive and dative cases, and the gerund makes the subject a little more complicated than useful. To a pupil who is pursuing the subject of Latin at the same time, perhaps the innovations would seem less formidable, but let us not forget that the minority ~~only~~ study Latin. Laying aside the peculiarities of the work, it seems too much of an outline to be really practical. It would require a careful, well-posted teacher, who was able to do a great deal of *filling in*, to make it truly available. Such a teacher could use it successfully. We ask teachers to examine for themselves.

THE PHONIC ADVOCATE is a sixteen-page, double-column magazine, devoted to the spelling and writing reform, published in this city by S. L. Marrow. Price, 75 cents. We commend it to all interested in Phonics or Phonetics.

THE ATLANTIC MONTHLY still continues to command the services of some of the ablest writers in the country. The February number contains an elaborate and able article on the late Edwin M. Stanton, from the pen of Senator Wilson, of Massachusetts. This article is worth a year's subscription.

THE LADIES' REPOSITORY, with its chaste and pure articles, comes like a Sabbath afternoon, to tranquilize and refine. No home will ever be the worse for its entrance. Published by Hitchcock and Walden, Cincinnati, O., at \$3.50 per annum.

THE PHRENOLOGICAL JOURNAL contains more practical information than any journal that comes to our table. It helps all in that little studied, but most difficult science, *How to Use*.

"EVERY SATURDAY" gleans widely and discreetly, hence presents its readers a broad variety of good matter. It has changed its form, and has gone into the pictorial *ad libitum*.

THE NATION is still independent, courageous and strong. May it ever remain so. There is work for such papers.

THE LITTLE CHIEF is one of the best of youths' papers. Published at Indianapolis; 75 cents per annum.

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